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ABSTRACT

The purpose of this study was to develop a data base concerning the home background of Puerto Rican pupils as it relates to present and potential educational progress. Specifically, the study was designed to secure and summarize systematic data concerning the following factors: (1) the educational level of the parents and their educational aspirations and expectations for their children; (2) the occupational level of the parents and their occupational aspirations for their children; (3) the parents' geographical origin and orientation; (4) the language proficiency and dominance of key family members with regard to Spanish and English; (5) the parents' attitudes toward bilingualism and bilingual/bicultural education; and (6) the parents' interest in education in general. The subjects of the study were 218 Puerto Rican families having children in the public schools of two large cities in Connecticut. The instrument utilized was a structured interview schedule developed by the author for the purpose of the study. The instrument, available in parallel English and Spanish forms, consists of 47 items dealing with parental perceptions and family background factors relating to the education of Spanish-speaking students. The instrument was administered on an individual basis in home interviews conducted by a team of bilingual educators. (Author/JM)

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A Sociolinguistic Survey of
Puerto Rican Parents in Connecticut

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University of Hartford

Paper presented at the Fifteenth Anniversary Meeting of the
American Orthopsychiatric Association

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The Spanish-speaking school population in Connecticut has more than doubled in the past five years.⁵ The overwhelming majority of these pupils are Puerto Rican, their families having migrated to the urban areas of the State. The growth rate in the number of these Spanish-speaking students is projected to continue unabated.²

There are indications that the Spanish-speaking school population faces the same barriers in Connecticut as Coleman et al.⁴ revealed that they faced on the national level. The Coleman Report, which might better have been entitled "Inequality of Educational Opportunity" for Spanish-speaking pupils in the U.S., revealed that Puerto Rican pupils ranked generally lower in educational enrollment, self-concept, and verbal ability than virtually every other ethnic group. Zirkel and Greene¹⁸ found that a sample of Puerto Rican first-graders in Connecticut scored even lower in verbal ability, although markedly higher in non-verbal ability, than all ethnic groups in Coleman's national study. Zirkel and Moses¹⁹ found the self-concept level of a sample of Puerto Rican youngsters in the elementary schools of a large Connecticut city to be significantly below that of both their white and black classmates. Finally, the "dropout" rate of Puerto Rican pupils was reported to be the highest of any ethnic group in the State.¹

There is some evidence that these depressed levels of educational achievement, self-concept, and enrollment may be remediable by adopting a bilingual/bicultural approach to instruction, which uses these pupils' native language

and culture as an asset rather than a disadvantage to school success. The Puerto Rican pupils in Zirkel and Greene's study ¹⁸ scored higher on the Spanish form than on the English form of the measure used as the criterion of school ability. In a subsequent study, Zirkel ¹⁷ found that a bilingual program, which provided the major part of subject matter instruction in Spanish as well as aural-oral lessons in English as a Second Language, provided promising results with respect to the academic abilities and self-concept of Puerto Rican pupils in the primary grades in Connecticut.

The planning as well as the progress of bilingual programs of educational intervention are based upon an improved interrelationship between the home and the school. The number of empirical efforts encompassing the family, the basic unit of Puerto Rican life, in relation to the school, a basic unit of the mainland social system, has been minimal. In a study based on Puerto Rican families in New Jersey, Hidalgo ⁹ pointed out that "Puerto Ricans represent a unique constellation of factors that demand a tailor-made approach if these needs are to be met."

Leading researchers ^{8,11,15} have stressed the need for sociolinguistic surveys as the basis for the development of bilingual programs. Although not intended as the needs assessment for a specific program, Fishman's study ⁷ of Puerto Ricans in the New York metropolitan area serves as a fruitful lesson in methodology. There remains among schoolmen and scholars a vital need for specific information regarding the parental perceptions and family background of Puerto Rican pupils relating to the direction, degree, and details of the emerging bilingual education programs. The relevance and responsiveness of such programs depend upon the specificity and accuracy of such data.

The purpose of this study was to develop a data base concerning the home background of Puerto Rican pupils as it relates to present and po-

tential educational progress. Specifically, the study was designed to secure and summarize systematic data concerning the following factors:

- 1) the educational level of the parents and their educational aspirations and expectations for their children
- 2) the occupational level of the parents and their occupational aspirations for their children
- 3) the parents' geographical origin and orientation
- 4) the language proficiency and dominance of key family members with regard to Spanish and English
- 5) the parents' attitude toward bilingualism and bilingual/bicultural education
- 6) the parents' interest in education in general

METHOD

Subjects

The subjects of the study consisted of 218 Puerto Rican families having children in the public schools of two large cities in Connecticut. Bilingual education programs were being initiated in both cities at the time of the study. The names and addresses of these families were obtained from the school records in an effort to reflect a cross-section of the Puerto Rican population of the respective cities.

Instrument

The instrument utilized was a structured interview schedule developed by the author for the purpose of the study. The instrument, available in parallel English and Spanish forms, consists of 47 items dealing with parental perceptions and family background factors relating to the education of Spanish-speaking students (see Appendix).

Besides the various individual items, the instrument includes modified versions of two other instruments:

Hoffman's Bilingual Background Schedule¹⁰ and Mosley's Attitude Toward Bilingualism Scale.¹¹ Hoffman developed and validated his schedule to determine the degree of language dominance in the home environments of students whose mother tongue was not English. It has been used extensively in studies involving bilingual children.^{3,12,13} The authors made the following revisions in Hoffman's original instrument to secure more valid results for the purpose of this study:

- 1) elimination of items that depend upon literacy
- 2) updating of media (e.g., television substituted for lectures)
- 3) modification of item orientation so as to be administered directly to the family rather than only to the child

Similarly, Mosley's scale was revised to be more appropriate and applicable to the population sample of this study by substituting "Puerto Rican" for the original "Mexican-American" orientation and, then, by reanalyzing items so as to select them in terms of their relationship to the total score.

Procedure

The instrument was administered on an individual basis in home interviews conducted by a team of bilingual (Spanish/English) educators. The majority of the interviewers were Puerto Rican. The parents interviewed were given their choice as to the language of the interview.

The interviewers were trained in a group orientation session prior to data collection. Clarity and uniformity in administering the instrument were emphasized. The interviewers were directed to interview at least one adult responsible for the child's upbringing, and to encourage the presence of other family members. If such an adult was not at home or had moved, the interviewer was instructed to take follow-up measures to subsequently contact and arrange to interview the parent. In the items which referred to only one child, the parent was asked to base his/her responses on the child whose name was

originally selected in the sample selected. However, responses relating to children in parochial, private, and post-secondary schools as well as those not in school were elicited in the more global family items.

RESULTS AND DISCUSSION

An item-by-item tabulation of the results is given along with a copy of the English form of the instrument in the Appendix. One of the following sets of summarizing statistics is given for each item, according to appropriateness:

- 1) mean ($\bar{x}$), standard deviation (s), number of respondents (n)
- 2) number of respondents (n), percentage of those responding (%)

A general analysis and discussion of the results is given below in terms of the principal categories of the investigation:

- educational and occupational level and aspirations
- geographical origin and orientation
- language proficiency and dominance
- attitudes towards bilingualism and bilingual education
- interest in education in general

The items of the instrument which are summarized in each category are enumerated within parentheses in each heading.

The structured part of each interview averaged slightly more than three-quarters of an hour, although the interviewers were encouraged to informally interact with the family beyond the scope of the instrument. Mothers were involved in over 85 per cent of the interviews. The difference may have been due to the afternoon hours of most of the interviews. An adult responsible for the child's upbringing other than the mother or the father was

involved in about one-tenth of the interviews. The parents opted for Spanish rather than English for the interview in almost all of the cases. This clear-cut tendency toward Spanish in the home was reflected in more formal indications in the interview data (e.g., see results of items 12-20).

Educational and Occupational Level and Aspiration (Items 1-5)

The parents interviewed had a relatively low level of formal education; yet their educational aspirations for their children were comparable to those of the middle-class mainland population. Fathers had attained on the average slightly less than a sixth grade education and mother slightly more than a fifth grade education. When asked why they had terminated their formal schooling, the majority responded that a lack of economic resources had been the overriding factor. Early termination of schooling appeared both necessary and normal for the predominant proportion of the parents. Their children approximately reflected the range of grades in elementary education. The eldest siblings had already surpassed their parents in years of formal schooling.

Despite their low level of educational attainment, the parents expressed high level of educational aspirations and expectations for their children. A majority of the parents (53.9 per cent) realistically aspired for the children to complete at least four years of college. Only one parent aspired for their child to complete less than a high school education. Thus, in the face of obvious socio-economic and cultural-linguistic barriers, these parents reflected the American Dream of success through education. They seemed to desire a level of educational progress for their children comparable to that of the middle-class mainland population.

In contrast, only a small minority (16.1 per cent) expected their children to complete a college education. Yet, over three quarters of the parents

(76 per cent) expected their children to at least finish high school. In short, it seemed that Puerto Rican parents want the best and most education for their children but recognize that there are real obstacles blocking the realization of their hopes. The children may share this sense of frustration and disillusionment. One interviewer, for example, reported asking several students if they hoped to continue their education beyond high school. "In every case," she stated, "the reply consisted of a shrugging of the shoulders and a soft spoken 'I don't know.'" The tragic disparity between these peoples' scholastic ideals and the reality they face demands the attention and action of mainland educators.

The parents' prevailing attitude in terms of educational aspirations was similarly reflected in terms of economic aspirations. The mean occupational level of the parents was within the lowest socio-economic level of Warner's¹⁶ revised scale. Yet, the overwhelming majority aspired for a middle-class occupational status for their children. I was parenthetically found that in spite of the supposed English requirements in the economic domain a fairly substantial (22 to 37 per cent) proportion of the parents used Spanish as the principal language at their job. However, this finding must remain inconclusive due to the small response to this item.

Geographical Origin and Orientation (Items 6-9)

The responses to the items dealing with the geographic origin, residence, and aspirations of the family all revealed the proximity of Puerto Rico in the "life space" of the parents. This geographic orientation seemed to reflect an underlying socio-cultural orientation to retain and maintain their connection with their ethnic roots. Virtually all of the parents (99.4 per cent of the fathers and 99.5 per cent of the mothers) indicated

that they were born in Puerto Rico. In contrast, almost a third (30.9 per cent) of their children were born on the mainland. Similarly, a majority of the parents (59.0 per cent of the fathers and 58.7 per cent of the mothers) were born in a rural area, whereas a majority of their children (70.6 per cent) were born in an urban setting. This difference is apparently attributable to the migratory mobility of the families from rural agricultural settings to and through industrialized metropolitan areas, like San Juan, New York and Hartford. Thus, these children find themselves in a social and familial milieu in transition.

The mean length of residence of the parents in the city where they were interviewed was less than ten years. The fathers average a slightly longer period of local residence (9.2 years) than the mothers (8.3 years). The children had, on the average, resided locally for almost five years, which surpassed their mean number of years of schooling. Despite the seeming stability in local residency, the interviewers reported encountering evidence of rather marked mobility of Puerto Rican families within each city. Housing seemed to be the key to this intra-city movement.

The great majority (90.0 per cent) of the parents aspired to eventually return to Puerto Rico, and an even greater majority (78.9 per cent) had such aspirations for their children. The failure of the item to specify the circumstances of the return to Puerto Rico (e.g., when, for how long, and for what reason) precludes conclusive interpretations. For example, some parents may wish for their children to return for a brief vacation in Puerto Rico some day; others, for their children to return there for a more formative experience, like schooling; and others may desire to return with them permanently as soon as economically feasible.

The parents indicated membership in an average of far less than one

organization per family. This low level of organizational affiliation may be indicative of the sense of alienation, anomie, and apathy which Puerto Ricans seem to suffer within the mainland's socio-political milieu. This lack of participation may be due to the island's cultural tradition in addition to the linguistic, economic, and ethnic barriers encountered on the mainland. That is, some writers have pointed to the Puerto Rican's historical tradition of "insularismo" as reflected in their isolation from social institutions. For example, Puerto Ricans have been characterized as having faith in paternalistic political leaders and leaving education to the professionals. On the other hand, the extent of the responses to this item may have been limited somewhat due to the fact that it required recall rather than recognition or summarization.

Language Proficiency and Dominance (Items 10-20)

The measures of language proficiency and dominance indicated generally strong self-rated skills in Spanish and relatively limited abilities in English, for the parents. The children's ratings revealed a greater tendency toward bilingualism, favoring Spanish in oral skills and English in written skills.

When asked to rate themselves in terms of their English skills (understanding, speaking, reading, and writing) the fathers displayed consistently higher ratings than their spouses in oral and written abilities. However, the children were rated as surpassing both their fathers and mothers on all four skills in English. All of the mean English proficiency ratings clustered around the lower-to-middle range of the 1-to-5 Likert-type scale. Thus, neither the children nor the parents attained a level of handling English "pretty well," much less "excellently," in their own estimation.

Parents rated themselves considerably higher in Spanish than in English skills. The fathers and mothers emerged with identically high ratings (4.3) for oral skills in Spanish. With respect to written skills in Spanish, the fathers had higher ratings, perhaps reflecting their somewhat higher level of schooling. The parents' mean Spanish proficiency ratings clustered around the upper-middle range of the 1-to-5 scale, surpassing rather than overlapping their English scores. In contrast, children were consistently rated below their parents in Spanish skills, particularly in reading and writing. The differential locale as well as length of schooling seemed to be reflected in these ratings.

The consistent overall trend of the proficiency ratings across the four skills was in the expected direction, providing evidence of the construct validity of the scale, which was devised by the author. Linguists are generally in agreement that the order of language proficiency is as follows: understanding, speaking, reading, writing.

Moreover, the relative ratings of the parents and children seemed to indicate a gradual movement toward English, reflecting the length of mainland residence and schooling. Whether this process will lead to assimilation, a linguistic limbo, irridentism, or full bilingualism and biculturalism depends upon several factors, including the educational experience provided to these people.

An overall rating of the children's usage of Spanish and English with their peers outside of the classroom indicated a slight to moderate Spanish dominance. More specific working to localize the domain to the neighborhood (cf. the school and home contexts) would have permitted more clear-cut conclusions. As it is, the reference to "outside of class" in item 11 may be interpreted as still within the English-

oriented domain of the school

Although the proficiency ratings in each language and the usage ratings across languages seemed to reflect an overall Spanish dominance, particularly for the parents, the specific measures of language dominance included in the instrument yielded more direct and accurate results. This study employed two measures of language dominance: a revised version of Hoffman's Bilingual Background Schedule¹⁰ and a direct rating scale constructed by the author. Both measures indicated a definite degree of Spanish dominance in the home environment.

The Hoffman instrument yields an overall score between 0 and 40 in proportion to the extent of Spanish usage in the home environment. A score of 0 indicates that Spanish is "NEVER" used in the home and implies in such a situation that, instead, the family is exposed entirely to English in the home. Conversely, a score of 40 indicates that Spanish is "ALWAYS" the language of interaction and exposure in the family environment. Scores of 10, 20, and 30 indicate points on the continuum corresponding to average answers of "SOMETIMES," "OFTEN," and "MOSTLY," respectively.

The overall mean for the 218 families surveyed was 24.80, indicating that Spanish was used on an average between "OFTEN" and "MOSTLY" in the family background of the child. Thus, the results of the Hoffman schedule revealed a family context of conclusive but not exclusive Spanish dominance for the children selected for this study.

The dominance rating scale is a more direct measure than the Hoffman schedule. It clearly delineates and describes a 1-to-5 continuum measuring ability in Spanish relative to ability in English. The midpoint on the scale, a rating of 3, indicates a balance between the two languages.

The requested ratings were limited to the aural-oral skills (viz., understanding and speaking), since they constitute the basis for bilingualism and since ratings for the reading-and writing skills are more subject to the obscuring effect of differential educational opportunities. Thus, literacy was eliminated in both measures as a probably intervening variable, and dominance was defined within the context of oral language abilities.

The results in the dominance rating scale confirmed the clear-cut Spanish dominance of both parents. The mothers reflected an even stronger Spanish dominance than the fathers, apparently due to their lower ratings in aural-oral proficiency in English as indicated in item 10. The mothers rated themselves as understanding and speaking Spanish much better than English, whereas fathers were rated as understanding and speaking Spanish somewhat better than English. The children were rated as having less pronounced but still prevailing Spanish dominance. Their ratings approached the point of bilingual balance, but still were in the direction of Spanish dominance. Although not included, their reading and writing might be expected to be in the direction of English reflecting the children's proficiency ratings and their predominantly English-medium education. Their overall aural-oral Spanish dominance might better be used as a vehicle rather than obstacle to learning (e.g., reading) by educational opportunities in Spanish to bridge the gap to scholastic success.

Attitude Toward Bilingualism and Bilingual/Bicultural Education Items (21-44)

The various measures of parental attitudes toward bilingualism and bilingual/bicultural education revealed an overwhelming majority of the parents to be clearly in favor of both.

The revised version of Mosley's Attitude Toward Bilingualism Scale ¹⁴ yields a score between 1 (negative) to 5 (positive). This score is an

average of the responses to 20 items designed to measure one's attitude toward Spanish-English bilingualism for Puerto Rican and "Anglo" pupils. Some items are stated negatively, so as to prevent "response set," or transferring the same answers from the first items to the others. The mean score of the parents responding was 4.37. Thus, the respondents revealed themselves to be very strongly in favor of Spanish-English bilingualism for Puerto Ricans as well as for other Americans. One interviewer noted that such an attitude was not surprising given the cultural orientation of the hispanic saying: "un hombre que habla dos idiomas vale por dos" [a man that speaks two languages is worth two men] .

Items 41 and 42 relate the issue of Spanish-English bilingualism more directly to the education of Puerto Rican pupils. When asked to choose between Spanish and English as a goal of education, the overwhelming majority of the parents responding opted for the equal importance of the two languages in terms of literacy (89.4%) as well as oral (90.7%) skills. A much lesser proportion chose English (7.9% to 7.4%) or Spanish (1.4% to 3.7%) alone as the preferable end of instruction. One interviewer reported a concerned parent's statement which dramatically illustrates these statistics:

My children are Puerto Ricans. They should learn English because they live in this country where they need it; but they should also continue learning Spanish so they don't forget they are Puerto Ricans.

Bilingual education involves the use of Spanish and English as means as well as ends of instruction. Moreover, it necessitates instruction in the native as well as second culture of the pupils so as to be bicultural as well as bilingual. An overwhelming majority (88.8%) of the parents responding favored bilingual instruction for their own children and a virtually unanimous proportion (98.6%) affirmed the value of including

Puerto Rican history and culture in the school curriculum.

Further research involving English- as well as Spanish-speaking parents and involving more detailed items would be worthwhile. Meanwhile educational effectiveness awaits closure between the desires of Puerto Rican parents and the educational opportunities for their children.

Interest In Education (Items 45-47)

The parents revealed a keen interest in education despite the socio-economic and linguistic barriers to equal and equitable opportunities for them and their children. They visited an average of three times during the school year, a high figure relative to their pressing socio-economic problems and the lack of Spanish-speaking teachers and administrators in the schools. More specific questions as to reasons and results of their visits would be further enlightening.

That almost half of the children watched "Sesame St." in spite of the probable limited number of UHF-equipped televisions in the homes also tends to indicate a reinforcement of the importance of education in the home. The failure to ascertain the exact extent of the television sets and television channels available in the home for this program precludes more specific interpretation of these results.

A more direct indication of the parents' interest can be seen in the results of the last item. Over 70 per cent of the parents responding professed an interest in continuing their education.

Subsequent information obtained from a subsample of the affirmative respondents revealed the strong interest areas to include language courses (Spanish as well as English), high school equivalency preparation, and sewing. Evening classes during the first part of the week were deemed as the most convenient time for attending such classes.

Despite what may seem to some as a plethora of adult education opportunities in public school and manpower training programs, a minimal proportion of the respondents indicated that they were presently enrolled in educational programs. The difference between the number of interested parents and the number actually enrolled may be due to the lack of programs specifically tailored to the linguistic and cultural background of the Puerto Rican community. For example, of the parents indicating and then specifying a preference in the final item, a majority preferred a Spanish or Puerto Rican instructor. Perhaps a bilingual/bicultural approach may prove worthwhile for the education of Puerto Rican parents as well as for that of their children.

The interest in education of these people must be measured in the context of their living conditions. The interviewers concluded that sheer survival had to take priority over all other concerns in the circumstances that they witnessed. Here is a picture painted by two of the interviewers in their reports.

It was frightening to see the conditions in which these families lived. The outside of the buildings were dirty and the interiors dark. The paint on the walls was flaked, the stairways dimly lit and rank-smelling, the windows broken, the roofs leaky, the walls warped with ratholes, and the furniture old and rickety. In short, it was a very different atmosphere to that which these families had in Puerto Rico.

However, the importance assumed by education in the household still showed through this dark and depressing atmosphere. One interviewer noted that a few of the families reflected suspicion in reacting to her appearance at their doors. "However," she reported, "as soon as it was mentioned that

'la maestra' would be doing the interviewing and why the interviews were being conducted, the people showed an immediate sense of trust and cordially welcomed me into their homes." Other interviewers reported similar receptions.

CONCLUSIONS AND RECOMMENDATIONS

This study was intended to be primarily descriptive rather than prescriptive. Its purpose was to provide empirically and educationally relevant data to persons responsible for decisions concerning the educational opportunities of this region's Spanish-speaking citizens. Without attempting to infringe on the decision-making sector, the author feels that certain salient conclusions and recommendations are worthy of consideration.

The overriding conclusion is that the family background of Puerto Rican pupils is generally compatible with and desiring of a bilingual/bicultural approach to effective education. The major findings that lead to this conclusion were as follows:

- 1) Puerto Rican parents have attained a limited level of formal educational and economic status; yet they expressed high hopes for the educational and economic attainment of their children. A significant disparity was revealed between the educational aspirations and expectations they held for their children.
- 2) Although the parents were typically born in rural Puerto Rico, their offspring tended to have been born and reared in urban America. Yet their geographic and cultural background are far from forgotten in the home environment.
- 3) The home environment was revealed to be clearly Spanish-dominant. Despite transitional progress and prospects with respect to English proficiency, the pupils' leaning toward

Spanish in aural-oral skills and social usage indicate that their native language and culture should not be ignored or suppressed in their educational quest for full self- and social- realization.

- 4) The overwhelming majority of the parents expressed a favorable attitude toward bilingualism and bilingual/bicultural education.
- 5) The parents seemed interested in education despite the visible socio-economic and linguistic-cultural barriers separating their families and the schools.

In light of these findings, the author would suggest consideration of the following recommendations:

- 1) that the bilingual/bicultural program in these cities be expanded and improved.
- 2) that more Spanish-speaking staff who are relevant and responsive to the needs of Puerto Rican pupils in mainland schools be trained and hired.
- 3) that more realistic and relevant curriculum be developed and implemented.
- 4) that more effective methods of selection, training and accountability of teachers of Puerto Rican pupils in mainland schools be developed and implemented.
- 5) that a follow-up form be developed and used for intra-and inter-city mobility of Puerto Rican pupils.
- 6) that reform be extended beyond the schools to other areas affecting Puerto Rican families.
- 7) that a more comprehensive and concrete community-school relationship be established in both directions.

In summary, Puerto Rican parents place a high value on education despite the socio-economic and cultural-linguistic barriers they face on the mainland. It is incumbent upon mainland educators to capitalize on the assets in the background of these pupils to the benefit of our multi-cultural society and citizenry.

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APPENDIX
HOME INTERVIEW INSTRUMENT* AND RESULTS

Name of child: _____

Child's school: _____

Child's regular teacher: _____

Child's home address: _____

Name of interviewer: _____

Language of interview: Spanish 201 (94.8%)

English 11 (5.2%)

NR** 6

Parents interviewed: father 9 (3.9%) both father and mother 23 (10.7%)

mother 159 (75.0%) other 22 (10.4%)

NR: 6

Date of interview: _____

Duration of interview: $\bar{x} = 47.1$, $s = 10.4$, $n = 199$

The purpose of this interview is to improve the educational opportunities of the Spanish-speaking residents in (city). A sample of Puerto Rican families who have children in the public schools are being interviewed. You are asked to answer the following questionnaire as best and completely as possible. All information will be reported anonymously; so please be open and honest.

* This instrument is not to be used or reproduced, in its entirety or in part, without the prior permission of the author.

** NR: no response

1. Indicate the highest grade completed by each of the following family members by circling the appropriate number after each applicable member:

MEMBER:	EDUCATIONAL LEVEL																
	0	K	1	2	3	4	5	6	7	8	9	10	I	II	III	IV	+
Father	$\bar{x}=5.8$			$s=3.8$			$n=152$										
	0	K	1	2	3	4	5	6	7	8	9	10	I	II	III	IV	+
Mother	$\bar{x}=5.2$			$s=3.5$			$n=196$										
	0	K	1	2	3	4	5	6	7	8	9	10	I	II	III	IV	+
(Child)	$\bar{x}=3.9$			$s=2.6$			$n=207$										
	0	K	1	2	3	4	5	6	7	8	9	10	I	II	III	IV	+
Oldest Brother	$\bar{x}=6.6$			$s=3.7$			$n=128$										
	0	K	1	2	3	4	5	6	7	8	9	10	I	II	III	IV	+
Youngest Brother	$\bar{x}=2.2$			$s=3.1$			$n=122$										
	0	K	1	2	3	4	5	6	7	8	9	10	I	II	III	IV	+
Oldest Sister	$\bar{x}=6.2$			$s=3.0$			$n=137$										
	0	K	1	2	3	4	5	6	7	8	9	10	I	II	III	IV	+
Youngest Sister	$\bar{x}=1.8$			$s=3.6$			$n=121$										
	0	K	1	2	3	4	5	6	7	8	9	10	I	II	III	IV	+

2. If you could have your wish and (child) had the opportunity, how far would you like (child) to go in school. (CHECK ONE)

finish elementary school	0	
finish junior high school	1	(.5%)
finish vocational school after junior high school	6	(2.8%)
finish regular high school	53	(24.4%)
finish 2-year college or post high school vocational training	40	(18.4%)
finish 4-year college	84	(38.7%)
finish graduate or professional school	33	(15.2%)

NR: 1

3. Since things don't always turn out the way we want them to, how far do you think (child) will probably or actually go in school. (CHECK ONE)

finish elementary school	<u>3</u>	<u>(1.4%)</u>
finish junior high school	<u>22</u>	<u>(10.4%)</u>
finish vocational school after junior high school	<u>26</u>	<u>(12.2%)</u>
finish regular high school	<u>108</u>	<u>(50.9%)</u>
finish 2-year college or post high school vocational training	<u>19</u>	<u>(9.0%)</u>
finish 4-year college	<u>30</u>	<u>(14.2%)</u>
finish graduate or professional school	<u>4</u>	<u>(1.9%)</u>
NR:	<u>6</u>	

4. What is your occupation at the present time:

Father: $\bar{x}=6.5^*$ s=1.1 n=218

Mother: $\bar{x}=6.7^*$ s= .9 n=218

Principal language used at job:

Father: Sp. 18(21.9%), Eng. 65(78.1%), NR 135

Mother: Sp. 11(36.7%), Eng. 19(63.3%), NR 188

5. When (child) is grown up, what kind of job would you like him/her to have (give examples)

$\bar{x}=4.3^*$ s=2.0 n=218

6. Indicate the country (e.g., U.S. or P.R.) and setting (urban v. rural) of birth for each of the following family members.

Indicate the number of years and cities of residence in the U.S. for each of the following family members.

* Based on Warner's Scale: 1 (high) through 7 (low)

	Country:	Setting (check one):	Residence in present city (ys.):
Father	PR 172 (99.4%)	urban <u>71(41.0%)</u> rural <u>102(59.0%)</u> NR <u>42</u>	$\bar{x}=9.2, s=6.9, n=130$
	US 1 (.6%)		
	NR 45		
Mother	PR 205 (99.5%)	urban <u>85(41.3%)</u> rural <u>121(58.7%)</u> NR <u>2</u>	$\bar{x}=8.3, s=5.4, n=189$
	US 1 (.5%)		
	NR 12		
(CHILD)	PR 144 (69.6%)	urban <u>146(70.6%)</u> rural <u>61(29.4%)</u> NR <u>11</u>	$\bar{x}=4.9, s=3.7, n=188$
	US 63 (30.4%)		
	NR 11		

7. Indicate if you would like to eventually return to P.R.: Yes 145 (70.0%)
 No 62 (30.0%)
 NR 11

8. Indicate if you would like (child) to eventually return to P.R.:
 Yes 155 (78.9%) No 54 (21.1%) NR 9

9. Does either of you belong to any social, political, educational or other organizations.

Please list $\bar{x} = .2, s = .5, n=218$

10. Indicate the level of language ability in English and Spanish by putting one of the following numbers in each column:

1. not at all
2. a little
3. some
4. pretty well
5. excellently

	Understands English	Speaks English	Reads English	Writes English
Father	$\bar{x}=2.8, s=1.4, n=144$	$\bar{x}=2.7, s=1.4, n=146$	$\bar{x}=2.2, s=1.3, n=144$	$\bar{x}=1.9, s=1.2, n=144$
Mother	$\bar{x}=2.3, s=1.1, n=196$	$\bar{x}=1.8, s=1.0, n=212$	$\bar{x}=1.6, s=1.0, n=212$	$\bar{x}=1.6, s=1.0, n=210$
(Child)	$\bar{x}=3.4, s=1.3, n=196$	$\bar{x}=3.0, s=1.4, n=215$	$\bar{x}=2.6, s=1.4, n=216$	$\bar{x}=2.5, s=1.4, n=216$
	Understands Spanish	Speaks Spanish	Reads Spanish	Writes Spanish
Father	$\bar{x}=4.3, s=.8, n=144$	$\bar{x}=4.2, s=.8, n=145$	$\bar{x}=3.8, s=1.3, n=144$	$\bar{x}=3.7, s=1.3, n=143$
Mother	$\bar{x}=4.3, s=.8, n=211$	$\bar{x}=4.3, s=.7, n=211$	$\bar{x}=3.5, s=1.4, n=211$	$\bar{x}=3.5, s=1.5, n=211$
(Child)	$\bar{x}=3.9, s=1.0, n=216$	$\bar{x}=3.8, s=1.0, n=216$	$\bar{x}=2.1, s=1.3, n=216$	$\bar{x}=2.0, s=1.3, n=216$

11. What language does child speak when with friends outside of class?

(Check one)

1. always Spanish

2. mostly Spanish

3. roughly equal amount of
Spanish and English

$\bar{x}=2.7, s=1.3, n=210$

4. mostly English

5. always English

Revised Hoffman Bilingual Background Schedule: $\bar{x}=24.8, s=7.4, n=217$

Indicate the response to the following 14 questions by underlining the appropriate answer.

12. Do the following speak to (child) in Spanish?

(a)	Father.....	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
(b)	Mother.....	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
(c)	Grandfather.....	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
(d)	Grandmother.....	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
(e)	Brothers and Sisters..	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
(f)	Relatives.....	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS

13. Does (child) speak to the following in Spanish?

(a)	Father.....	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
(b)	Mother.....	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
(c)	Grandfather.....	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
(d)	Grandmother.....	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
(e)	Brothers and Sisters..	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
(f)	Relatives.....	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS

14. Does (child's) FATHER speak to the following in Spanish?

(a)	Mother.....	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
(b)	Brothers and Sisters..	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS

15. Does (child's) MOTHER speak to the following in Spanish?

(a)	Father.....	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
(b)	Brothers and Sisters..	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS

16. Do (child's) BROTHERS AND SISTERS speak to the following in Spanish?

(a)	Father.....	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
(b)	Mother.....	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS

17. Do the following watch television in Spanish?

(a)	Father.....	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
-----	-------------	-------	-----------	-------	--------	--------

- | | | | | | |
|------------------|-------|-----------|-------|--------|--------|
| (b) Mother..... | NEVER | SOMETIMES | OFTEN | MOSTLY | ALWAYS |
| (c) (Child)..... | NEVER | SOMETIMES | OFTEN | MOSTLY | ALWAYS |

18. Do the following go to the movies where films are shown in Spanish?

- | | | | | | | |
|-----|--------------|-------|-----------|-------|--------|--------|
| (a) | Father..... | NEVER | SOMETIMES | OFTEN | MOSTLY | ALWAYS |
| (b) | Mother..... | NEVER | SOMETIMES | OFTEN | MOSTLY | ALWAYS |
| (c) | (Child)..... | NEVER | SOMETIMES | OFTEN | MOSTLY | ALWAYS |

19. Are radio programs which are given in Spanish listened to in your home?

NEVER SOMETIMES OFTEN MOSTLY ALWAYS

20. Indicate the language dominance of each of the following family members in the areas of understanding (comprehension) and speaking (expression) by having them choose the appropriate number:

SPANISH 1 2 3 4 5 ENGLISH

- | | | | |
|---|-----|-------------------------|---|
| 1 | Can | { understand
speak } | Spanish much better than English |
| 2 | Can | { understand
speak } | Spanish a little better than English |
| 3 | Can | { understand
speak } | Spanish and English about the same amount |
| 4 | Can | { understand
speak } | English a little better than Spanish |
| 5 | Can | { understand
speak } | English much better than Spanish |

Understanding:

Speaking:

Father $\bar{x}=1.7, s=1.1, n=135$ $\bar{x}=1.6, s=.9, n=133$

Mother $\bar{x}=1.2, s=.6, n=200$ $\bar{x}=1.2, s=.6, n=200$

(Child) $\bar{x}=2.4, s=1.4, n=204$ $\bar{x}=2.4, s=1.4, n=202$

Revised Mosley Attitude toward Bilingualism Scale: $\bar{x}$ =4.37, s = .33, n =206

Indicate the response to the following 20 questions by putting one of the following numbers after each one:

1. No, of course not
 2. I don't think so
 3. Neither yes nor no
 4. I think so
 5. Yes, of course
-
21. Being bilingual (being able to understand or speak two languages)
has more advantages than disadvantages..... _____
 22. Both Puerto Ricans and Anglo-Americans should be bilingual..... _____
 23. Puerto Rican children should try to forget Spanish so they
can improve their English..... _____
 24. Being able to converse in two languages is a satisfying
experience..... _____
 25. If properly educated, Puerto Rican children have an unusual
opportunity to become truly bilingual..... _____
 26. A good school will encourage the learning of Spanish and the
learning of English on the part of all pupils attending..... _____
 27. Learning to speak two languages takes more time than it is
worth..... _____
 28. Being bilingual is a source of pride..... _____
 29. Bilinguals are happier than those who speak only one language.... _____

30. Bilingualism is so important in Connecticut that all Connecticut schools should try very hard to teach both English and Spanish to every child..... _____
31. Bilingualism is a handicap..... _____
32. Puerto Ricans can enjoy the best of two cultures if they are properly educated and learn both English and Spanish..... _____
33. One has to just about become an Anglo and cut himself off from the Puerto Rican community if he wants to become good with English..... _____
34. Puerto Ricans are proud of being able to speak English..... _____
35. People who speak more than one language have cultural advantages. _____
36. Bilingualism is a valuable tool which Puerto Ricans should learn to use well..... _____
37. Bilingual people can be of more help than monolinguals in solving the world's problems..... _____
38. Many adults should study and learn a second language..... _____
39. It is not worthwhile for an adult to study a second language because he will always have an accent..... _____
40. Most people of great influence know only one language, which indicates that schools should do a good job of teaching just one language..... _____

41. Which language do you feel is more important for (child) to learn to speak and understand (CHECK ONE)

Spanish	<u>3 (1.4%)</u>
English	<u>17 (7.9%)</u>
Both equally important	<u>195 (90.7%)</u>
NR	<u>3</u>

42. Which language do you feel is more important for (child) to learn to read and write (CHECK ONE)

Spanish	<u>7 (3.2%)</u>
English	<u>16 (7.4%)</u>
Both equally important	<u>193 (89.4%)</u>
NR	<u>2</u>

43. Do you feel it worthwhile to have Puerto Rican history and culture taught in school here?

Yes	<u>120 (98.6%)</u>
No	<u>3 (1.4%)</u>
NR	<u>5</u>

44. Do you feel it worthwhile to teach Spanish-speaking children their basic subjects in Spanish while they learn English as a Second Language? (CHECK ONE)

Yes	<u>190 (88.8%)</u>
No	<u>24 (11.2%)</u>
NR	<u>5</u>

45. How many times did either of you visit the school this (1970-71) school year? (CHECK ONE)

$\bar{x}=3.0$, $s=1.9$, $n=213$

0	<u> </u>
1	<u> </u>

2 _____
3 _____
4 _____
5 _____
+ _____

46. Does (child) watch "Sesame Street" on television? (CHECK ONE)

Yes 95 (44.0%)
No 111 (56.0%)
NR 12

47. Are you interested in continuing your education? (CHECK ONE)

Yes 121 (71.2%)
No 49 (28.8%)
NR 48